
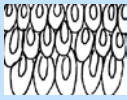
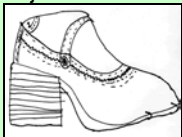







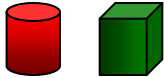



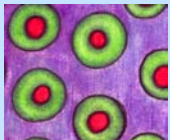
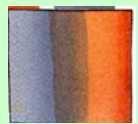


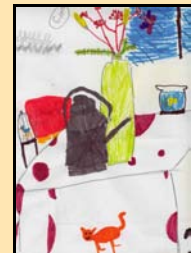


3rd Grade visual art

USOE Fine Arts Rainbow Chart

Third - Page 1		Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
Previously Mastered Grade Level Skills	Elements of Art with Definitions	Label, list, name, define, relate, recall and use art making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, illustrate, evaluate and practice	Compare, contrast, distinguish, examine and incorporate	Study, explore, seek, be creative, imagine and produce	Show skill mastery for grade level, give opinions, support others, and show art
<ul style="list-style-type: none"> Good control of pen/pencil Able to see the outside variations of objects Duplicate parallel lines Create patterns out of geometric and organic shapes Capable of making line that shows different characteristics 	<p>Contour line: Defines the outside edge of an object</p> <p>Line design: repeat lines to make geometric or organic patterns</p> <p>Organic line: bumpy lines found in nature (wavy, spirals, coils, branching, zig-zags, drops, starbursts)</p> <p>Structural lines: interior lines that show the objects unique construction</p> <p>Repetition: The rhythmic repeating of objects and patterns (stiletto AAA or alternating AbAb)</p>	<p>Observe the variations found in the outside edges of objects.</p>  <p>★ Enlarge picture to 200% to see detail.</p> <p>Draw organic (bumpy) lines that illustrate, the variations found on the object's edge, either imagined or real. www.falcrumgallery.com</p>	<p>After drawing the outside edge of an object, experiment with creating multiple lines within the object, to show pattern and depth.</p> <p>Create line designs showing overlapping, depth and correct proportional sizes.</p>  <p>E.g. images>rembrandt">www.yahoo.com>images>rembrandt drawings</p> <p>E.g. USOE website www.schools.utah.gov</p>	<p>Use structural lines to show the interior features of objects.</p>  <p>Emphasize line quality by using a variety of the basic characteristics (curved/straight, solid/broken, thick/thin) in drawings or paintings.</p> <p>E.g. www.google.com artwork by Henri de Toulouse-Lautrec</p> <p>Use wire to make flowing line sculptures.</p>	<p>Study American Indian petroglyphs rock art & line designs</p>  <p>After reading the book <i>If Rocks Could Talk</i> by Jane Bush create personal petroglyphs using charcoal or chalk on flat rocks.</p> <p>Make a pinch or slab pot out of clay and apply a cultural surface decoration.</p> <p>The National Museum of the American Indian http://www.nmai.si.edu</p>	<p>From American Indian designs create a stylized line pattern in a drawing or painting.</p>  <p>Write a story and create an illustration about an historic event or era.</p> <p>E.g. USOE American Indian Education www.schools.utah.gov/curr/indianed</p>	<p>Combine contour line and organic repetitive line pattern to decorate wings of bugs, butterflies or patterns found on fish.</p> <p>While listening to mood music employ contour line design and organic line to express an important idea, and write a short story about it. Students explain how and why the music inspired the story.</p> <p>Utah Art Council Grants: http://arts.utah.gov/funding/arts_education_grant/step_2/step_3/schools.html</p>
<ul style="list-style-type: none"> Able to trace around objects Combine geometric shapes Can use a ruler Make line parallel to each other Understand the concept of depth 	<p>Geometric Shapes: Circles, squares, rectangles and triangles; mathematical in proportion</p> <p>Secondary Geo. Shapes: oval, rectangle and isosceles triangle</p> 	<p>Recognize mathematical proportions of geometric shapes in the classroom and environment. Practice making secondary shapes with or without a ruler.</p>	<p>Draw on colored construction paper basic geometric and organic shapes, cut out shapes. Combine and paste shapes creating a variety of objects and to demonstrate overlapping.</p> 	<p>Practice making geometric forms out of geometric shapes with/without a ruler.</p>  <p>Combine any 3-D forms using clay or found items into sculptures.</p>	<p>Examine and discuss the use of shapes in artwork, industry, and other cultures. Combine both basic geometric and secondary shapes in a "stamped" painting.</p> 	<p>Study the geometric non-objective artistic style.</p>  <p>E.g. www.yahoo.com images: artwork by Piet Mondrian, Theo Van Doesburg and Chris Beekman</p>	<p>Look at examples of classical Greek vases. Draw an outline of a vase. Evaluate which geometric and organic shapes to use in decorating the vase. Site for Greek vase shapes: http://missmax.com/greek_04/vases/vase_shapes.gif or Google: classical Greek vases</p>

Third - Page 2		Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
Previously Mastered Grade Level Skills	Elements of Art with Definitions	Label, list, name, define, relate, recall and use art making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, illustrate, evaluate and practice	Compare, contrast, distinguish, examine and incorporate	Study, explore, seek, be creative, imagine and produce	Show skill mastery for grade level, give opinions, support others, and show art
	Geometric Forms: 5 basic 3-D forms having height, width, and depth (sphere, cone, cube, cylinder, & pyramid)  Art Criticism: Using artist's images, biographies or any artistic periods to teach how to look at art, what to look for and how to talk about it.	On a laminated animal or fish photos, practice forming combinations of geometric shapes with erasable maker. Continue building shape muscle memory by tracing shapes over and over again. Duplicate animal photos. E.g. www.storey.com <i>Eye See You</i> , a book of poster animal faces ISBN # 13:978-1-58017-848-4	Share other examples of overlapping found in nature. E.g. <i>Chelsea VI</i> by Donald P. Olsen (poster and free postcard available through the Springville Museum) www.smofa.org (801) 489-2727 E.g. <i>Moonrise in the Canyon, Moab, Utah</i> by Sven Birger Sandzen (poster and free postcard available through the Springville Museum) www.smofa.org (801) 489-2727	Represent all 5 geometric forms in drawings and in clay. Use clay, pinch pot, and coil techniques to create functional forms. E.g. <i>Abstract Configuration</i> by Raymond Vincent Jonas (poster available through the Springville Museum of Art) www.smofa.org E.g. www.google.com Images: of Fernand Leger	E.g. www.yahoo.com image <i>Bedroom at Arles</i> by Vincent Van Gogh E.g. <i>Factory Worker</i> by Mahonri M. Young (poster available through the Springville Museum of Art) www.smofa.org (801) 489-2727 E.g. SWAP Statewide Art Partnership's "Art Talks" and "Evening for Educators" contact the Springville Museum of Art www.smofa.org (801) 489-2727	Produce art using basic geometric and secondary geometric shapes in a variety of media. Write a fairy tale; illustrate main characters and a castle using basic and secondary forms and shapes . www.google.com http://www.ctap3.org/_lperry/CUE_CTAP/secondarygrade.htm Create Egyptian pyramid scenes. http://www.ancient-egypt.org/index.html	Sculpt or mold geo. forms in clay. Make creatures from imagination.  Present art to another class, talk about ideas in creating artwork.
<ul style="list-style-type: none"> Recognize the different textural patterns unique to various objects Capable of grouping lines, dots in textural patterns Able to use line, dots and shapes to mimic simple textures Recreate simple textures in clay 	Texture: Defines the surface characteristics of objects by touch or implied texture in artwork using dots, line, shape, and value repeated in a regular or irregular fashion to mimic the surface of objects Aesthetic: the value of art based on personal interaction or the impact of artwork on our senses, intellect and emotion	Find examples of actual and implied (visual) textures in the school, home and surrounding environment. Participate in class collaboration by developing a collection of actual and "rubbed" textures. Stamp actual textures into clay or wet paint to make textural patterns.	Look at pictures of ancient cave art. Use clay to create a bumpy surface then paint a simple contour line drawing of an animal on it. Discuss how paintings can be created on any surface. E.g. www.google.com image "Lascaux caves"	Collect a variety of "texture rubbing" examples and create a collage of textures. Make contour line drawings over the texture collages in charcoal or paint.  E.g. Google: Max Earnest	Observe implied (visual) textures in book illustrations, sculpture, or the very textural artwork of Juan Iris, George Braque and Pablo Picasso. Make your own textures in paint and clay or mimic textures with pencil and chalk. E.g. www.google.com the cubist artwork of Juan Iris, George Braque and Pablo Picasso	Observe from masterpieces and illustrated books, how artists used specific textures in drawings and paintings. E.g. <i>Snow Queen: Portrait of Adah</i> by Lee Udall Bennion (poster available through the Springville Museum of Art) Place actual and drawn textures within a contour line drawing.	Combine texture rubbings & found textures into a group multi-media piece of art. Listen to comments of classmate in group evaluations. Create an imaginary underwater world. Draw or paint fantasy textures of things found under the sea. Explain how textures used create visual harmony or unity .

Third - Page 3		Identify Experience	Explore Contextualize	Build Skills Practice	Analyze Integrate	Research Create	Refine Contribute
Previously Mastered Grade Level Skills	Elements of Art with Definitions	Label, list, name, define, relate, recall and use art making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, illustrate, evaluate and practice	Compare, contrast, distinguish, examine and incorporate	Study, explore, seek, be creative, imagine and produce	Show skill mastery for grade level, give opinions, support others, and show art
<ul style="list-style-type: none"> Working knowledge of the color wheel Understand primary and secondary color theory Mixing primary colors to get secondary and creating tertiary colors Relate colors to emotions Understand which colors are warm and cool 	<p>Color Wheel:</p> <p>Color Theory Information: http://en.wikipedia.org/wiki/color_theory http://www.wellstyle.com/tools/color_scheme2/index-en.html</p> <p><i>Primary colors:</i> red, yellow and blue <i>Secondary colors:</i> are two primary colors mixed together (yellow and blue make green) <i>Tertiary</i> (intermediate): mixing a primary and a secondary color <i>Warm colors:</i> (red, orange, yellow) associated with fire <i>Cool colors:</i> (blue, green, violet) associated with water</p> <p>Unity: Blending and repeating the art elements (line, shape, texture, color) in a picture making objects look like they belong together</p>	<p>Identify and name colors in a simplified color wheel showing only primary and secondary colors.</p>  <p>Recognize primary, secondary and tertiary color examples in environment, and art masterpieces.</p> <p>Practice mixing a primary with a secondary color to make a tertiary. E.g. tertiary colors: yellow/orange, yellow/green, blue/green, blue/violet, red/violet, red/orange</p> <p>Color Theory Information: http://en.wikipedia.org/wiki/color_theory</p>	<p>Mix primary colors to make secondary colors adding white and black to lighten and darken colors.</p> <p>Find examples of primary and secondary schemes in artwork including the artwork of other students.</p>  <p>E.g. Free video and media from UEN www.uen.org (Go to Quick links > videos & media > e media > catalogs > fine arts)</p>	<p>Darken secondary colors with their complements (red darkened by green, blue darkened with orange and yellow darkened with violet).</p>  <p>Experience color mixing variations by placing colors on one half of paper, folding it in half to create a mirror image (<i>symmetrical balance</i>).</p> 	<p>Compare and contrast old master's use of color. Discuss how color impacts the emotional feel of the painting (aesthetics).</p> <p>E.g. Emotional & psychological effects of color :</p> <p>Red: happy, brave, anger, danger, love, evil, fire Blue: sad, shy, calm, honest, loyal, cold, dignified, tenderness Yellow: joy, bliss, cowardice, warmth, old age, fun Green: life, hope, springtime, envy, jealousy, growth Purple: royalty, wealth, boredom, pride, beauty, cool Black: death, gloom, elegant, evil, night criminal White: purity, sterile, clean, death, goodness, elegant, cold</p>	<p>Use contrasting colors to create a center of interest (emphasis area).</p>  <p>E.g. <i>Symbols of the Orient</i> by Carol Petit Harding (poster available through the Springfield Museum of Art) www.smofa.org (801) 489-2727</p> <p>While listening to music, pick a color that represents the music mood. Paint an emotional masterpiece.</p> 	<p>Use self-expressionism to create an abstract painting.</p> <p>E.g. Google abstract art of Jackson Pollock, Hans Hofmann, Mark Rothko.</p> <p>Paint a self-portrait, using favorite colors. Students explain to others why they chose those specific colors.</p> <p>Show respect for other points of view in critiques.</p> <p>Willing to discuss and respond to differing opinions. Evaluate pictures and collect artwork for a portfolio of best works.</p>